DOCUMENT RESUME

ED 180 425 HE 012 218

AUTHOR Koon, Jeff
TITLE Undergraduate and Graduate Enrollments of Blacks and Chicanos at UCB.
INSTITUTION California Univ., Berkeley. Office of Academic Affairs.
PUB DATE May 79
NOTE 9p.; Not available in paper copy due to small size of print

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Affirmative Action: *Black Students: Declining Enrollment: Departments: Educational Discrimination: Educational Opportunities: Educational Policy: *Enrollment Trends: Graduate Students: Higher Education: *Mexican Americans: *School Holding Power: Spanish Americans: *State Colleges: Statistical Data: *Student Recruitment: Undergraduate Students
IDENTIFIERS *University of California Berkeley

ABSTRACT

Data are presented concerning the enrollments of Black and Chicano graduate and undergraduate students at the University of California at Berkeley. Some problems, particularly those stemming from academic decision-making at the undergraduate level, are noted. A number of problematic academic decisions that are (were) likely to affect negatively the recruitment and retention of Black and Chicano students are covered. Data are presented on the enrollments for these two groups by department and level for 1974 and 1978. Data on Black and Hispanic enrollments for the Berkeley campus are contrasted with those systemwide, and other related information are also presented. It is concluded that the decline in Black undergraduate enrollments at the Berkeley campus and the low level of enrollment of Hispanic graduate and undergraduate students have impaired progress across the University of California system as a whole. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180425

May 1979

HE

To: University Constituencies Concerned with Affirmative Action

From: Jeff Koon, Academic Review Unit Coordinator, ASUC Academic Affairs Office, 204 Eshleman Hall, UCBerkeley (94720); 642-0256

Re: UNDERGRADUATE AND GRADUATE ENROLLMENTS OF BLACKS AND CHICANOS AT UCB

Enclosed here are data concerning the enrollments at UCB of Black and Chicano students (the two largest underrepresented ethnic minorities). The main table, which begins on the fourth page (with its own pagination), presents the enrollments for these two groups, by department and level, for 1974 and 1978. (1974 was the peak percentage year for Black enrollments; Chicano enrollments have been very nearly stable since 1973.) To assist your understanding of this data table, there is an explanatory note immediately beneath the title. You may wish to remember, also, that changes (between 1974 and 1978) for the smallest departments may well not be statistically significant in any way, shape or form.

We think the data are suggestive of major problems. The introduction to the table focuses on some of these problems, particularly those stemming from "academic" decision-making at the undergraduate level. The first page of the introduction attempts to generalize across the broader situation, while page two presents a first compilation (for the UCB campus) of a number of problematic academic decisions that are (were) likely to have (had) a negative impact on the recruitment and retention of Black and Chicano students. Page 3 of the introduction presents data comparing Black and Hispanic enrollments for UCB as contrasted with Systemwide, and other related information. The decline in Black undergraduate enrollments at UCB, and the low level of enrollment of Hispanics, both undergraduate and graduate, have clearly impaired progress across the U.C. System as a whole. That is, the Systemwide performance (as shown in the table) would look better were the Berkeley data excluded, although there seems to be a problem with declining Black graduate enrollments on many if not all U.C. campuses.

Jeff Koon

Initial distribution list:

Vice Chancellor I. M. Heyman
Assoc. Vice Chancellor D. A. Riley
Prof. Hugh Richmond, Council on Educational Development
Prof. R. Ostwald, Chairperson, Committee on the Status of Women & Ethnic Minorities
Deans, UCB Colleges and Schools
Asst. Vice President--Student Academic Services, Alice Cox
Academic Vice President Donald Swain
President David Saxon
UCB Office of Relations with Schools
Prof. Guy Swanson, Chairperson, Executive Committee of the College of L & S
Janis Cox, Principal Administrative Analyst
Ruben Zelver, Office of Institutional Research
Asst. Chancellor--Budget and Planning, Errol Mauchlan
Louise Taylor, Staff Assistant--Planning (& Affirmative Action)
Graduate Dean R. R. Brown
Bob Bailey, Director, Office of Admissions & Records
ASUC Executive Officers & Senators, and officers and senators elect
Prof. Wm. Banks, Chairperson, Dept. of Afro-American Studies
Prof. Mario Barrera, Coordinator, Chicano Studies Program
Prof. Clara Sue Kidwell, Chairperson, Ethnic Studies

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY Jeff Koon
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 012 218

Jeff Koon & Austin Allen
Academic Review Unit (&)
ASUC Academic Affairs Office
204 Eshleman Hall
University of California
Berkeley, CA 94720
415-642-0256

UNDERGRADUATE AND GRADUATE ENROLLMENTS OF BLACKS AND CHICANOS IN FALL 1978, AND CHANGE SINCE FALL 1974

The attached tables suggest the dismal state of student affirmative action on the Berkeley campus.

The data show that the proportion of undergraduate majors who are Black has since 1974 fallen by one-third, from 4.5% to 3.0%.* The same is true for Black graduate students, who have declined from 5.7% to 4.0% of the graduate population. At the lower division level, the decline is less marked, but still significant.

In essence, Chicano enrollments at all three levels never got off the ground at Berkeley, and have remained there ever since--at just over 2% of the student population.

Why These Results?

The reasons for the substantial decline in Black enrollments and the low level of Chicano enrollments are very complex. Perhaps they begin with racism and discrimination, historically and carrying over into today, and the lower family socioeconomic status (and other factors) that reduce the proportion of Black and Chicano children who get off to a good start in the dominant culture's educational milieu(s). Ultimately, this results in a substantially lowered proportional eligibility for these groups according to U.C.'s traditional meritocratic standards (i.e., chiefly GPA, but also test scores where they are used).

But University/Berkeley policies have also had a negative impact in numerous instances. In some cases, actions were taken despite a clear knowledge of the negative effects on Black and Chicano student needs and interests, and the potential to attract ethnic minority students to the University in general, or to a particular discipline. In other cases, the extent of a negative impact of a proposed change could not be assessed as precisely in advance, even though it was clear that some negative impact was likely. (In such cases, the likely impacts have often been given zero weight in the decision about a proposal by Berkeley's current faculty and administrative leadership.)

Underlying many of the actions detrimental to affirmative action are several factors: 1) A rejection generally of all but the narrowest, traditional definitions of academic quality and acceptability of various modes of learning; 2) racism and discrimination, usually of an unconscious or institutionalized variety; and, most importantly, 3) a suppression of the University's essential role as the (only) critical questioner of society foibles and failures. This suppression stems from: an exaggerated fear by administrators and faculty of dissent and student activism; a flight from the need publicly to defend academic (and constitutional) freedoms, and the University's vitally-needed role as a gadfly to or critic of society; a cozy embrace with the powerful and monied interests of the status quo (which is mythologized as being politically neutral).

---

*These percentages are based on totals which exclude foreign students (but not immigrants). Also included in the totals are students who "decline to state" or for whom data was not available (2.7% in 1974; 4.7% in 1978). [In ARU research, we have found that the views of students who decline to state their ethnic identification tend to be more like those of Caucasians than any other group.]

Some Examples

Following below are some examples of UCB's "academic" decisions that reflect a disregard for the legitimate educational needs of Black and Chicano students, their communities, and of all students who look to the University for a broad, humanizing, or critical education.

1) The recent changes in the History and Institutions requirements. These changes, which limit almost exclusively to the Political Science and History Departments the choice of courses to fulfill these two course requirements, undermine the lower division enrollment potentials of the ethnic studies programs (and certain other departments as well). There was no compelling educational reason whatever for this change.

2) The variety of deliberate moves to reduce undergraduate major enrollments in the Social Sciences, rather than providing additional teaching resources (if only on a temporary basis). These reductions have "helped" to lower the number of Blacks, and probably to maintain the number of Chicanos at a nearly static level, within the Social Sciences. Because the Social Sciences attract a higher-than-average proportion of Black and Chicano students, these reductions also contribute significantly to the overall campus decline in number and proportion of such students. Examples:

A) For two years (1976-77, 1977-78), most of the Social Science majors at Berkeley were listed as "oversubscribed (having to limit enrollments) in the Systemwide information package that is sent to community college counselors (and others), thus deterring applications.

B) The imposition of additional grade-point-average-based requirements for entry into Economics and Business Administration.

C) The modification of the Psychology curriculum to discourage enrollments, particularly of transfer students. [In Fall 1974, there were 954 Psychology majors; in Fall 1978, there were 428.] (However viable the current curriculum, there are also other viable designs.) Similar curriculum-modification strategies have also been used on other social science departments.

D) The refusal to support permanent-concept interdisciplinary programs (such as the Social Sciences field major), such that they cannot serve as an attraction to prospective students.

3) The new breadth requirements in the College of Letters and Science. With no regard for designing a coherent, meaningful and intellectually stimulating lower division general education program, the L & S faculty, with the full cooperation or even instigation of the L & S Administration, adopted more specific requirements for the 8 courses taken outside the subject area of the student's major, added a math requirement, and added a requirement for a third quarter of language.

While the math requirement has some educational rationale (and was, at least, supported by 60% of the ARU's Spring 1978 random sample of lower division students in L & S), it may prove to be something of an additional barrier to students with a weak background in quantitative skills. The greater specificity of requirements in the 8 outside courses (two courses must be taken from each of the two subject matter areas outside one's major) reduces flexibility and adds to the undesirability of coming here, especially as a transfer student, where more careful advanced planning will be necessary. (Sixty percent of the ARU sample opposed this change.) The third quarter of language, which was imposed as much to increase enrollments (and maintain the current size of faculty contingents) in low-attractiveness language departments as for any other reason, adds another unnecessary hurdle (and was opposed by 65% of the ARU's lower division respondents). Coursework in language that goes beyond the basic grammar and structure (which should be taught in two quarters) is of very little value to students who do not continue to use the language on a fairly continuous basis.

4) The failure by many departments to give high priority (including in their plans for future faculty hiring) to providing coverage in areas of the curriculum concerned with ethnic minority issues, conditions and contributions. (This same failure is evident somewhat generally with respect to women's concerns, and to societally- or disciplinarily-critical schools of thought.)

5) The very lukewarm support for the Ethnic Studies programs on campus, especially Asian-American, Native American and Chicano Studies (which have not been compliantly fitting themselves solely to the traditional, narrow "academic" approaches to subject matters and learning modes). One factor here is the rejection of community-based, academic-experiential learning, whether in the Ethnic Studies programs or in the more general Field Studies Program (for which L & S has refused to provide regular funding).

6) The failure to provide adequate academic and personal support systems for Black and Chicano students. There is a general rejection of the concept of providing catch-up or remedial education at the college-entry level for students with high intellectual potential but deficiencies in specific subject matters.

7) A most notorious specific instance was the decision by the Administration and faculty to abolish the School of Criminology at UCB in Spring 1974. The decision was very obviously (and documentably) biased politically. The high proportional enrollment of ethnic minority students (29%--almost entirely Blacks and Chicanos), who are vitally needed within the criminal justice system, was disregarded entirely (except to cast aspersions on the School's students). [The peak enrollments in the School reached 201 undergraduate majors in 1972 and 65 graduates in 1973.]

8) The general rejection of part-time study, particularly at the graduate level. This problem is exacerbated by the new imposition of "normative" times-to-degree in graduate Ph.D. programs, with no provisions for part-time accrual of years of study and, for budgetary reasons, the increased pressure on graduate students to enroll full time. (Budgetarily, increasing the number of part-time graduate students could solve the same problem.)

In addition, Business Administration, which has begun a whole program, located in the middle of San Francisco's corporate community, for upgrading credentials of the largely white-male middle managers, has actually eliminated the access to graduate study for part-time students on the campus.

Summary. In sum, a prospective Black or Chicano student could very easily, and rightfully, come to the recognition that he or she is not really wanted at Berkeley, and that Berkeley is an inhospitable place, especially in the academic realm. Berkeley is not completely negative in attitude toward ethnic minority students, but the impact of the biases against seem to outweigh the positive efforts on behalf of affirmative action, and there is considerable "benign neglect" as well. Compared to the rest of the U.C. System, Berkeley's performance is at or below average, and especially weak on level of Chicano enrollments, graduate and undergraduate. The available comparison data is shown below:

	Blacks		Hispanics**	
	All Undergraduates	Graduates	All Undergraduates	Graduates
SYSTEMWIDE, incl. Berkeley*				
1978:	4.0%	4.0%	5.6%	5.3%
1975:	4.1%	4.7%	4.9%	5.2%
Difference:	- 0.1%	- 0.7%	+ 0.7%	+ 0.1%
BERKELEY (alone)*				
1978:	3.6%	4.2%	3.6%	4.1%
1975:	4.4%	5.1%	3.5%	4.1%
Difference:	- 0.8%	- 0.9%	+ 0.1%	0.0%

*In this table alone, the UCB and Systemwide percentage figures are calculated by excluding persons who decline to state or have no data, resulting in a smaller divisor (and probably inflating the minority percentages slightly).

**Note that the classification "Hispanics" is used here, whereas "Chicano" is used in the Berkeley tables following this page. With respect to the figures above, "Other Spanish Enrollments" at UCB comprise just above one-third of the graduates, and a little more yet of the UCB undergraduates, in the Hispanic category. (Comparable breakdowns are not available for the Systemwide data.) The Systemwide figures given under "Hispanics" are for "Chicano/Latino" (which is presumably parallel to the Berkeley data).

The academic perspectives offered in many departments tend to omit ethnic minority perspectives and components, and other socially critical schools of thought. The data show, for example, that there are very few Black and Chicano regular faculty at Berkeley. The proportion of ethnic minority faculty at Berkeley (including Native Americans and Asians) is only 59% of what is expected to be (by chance), based on the availability of qualified ethnic minority Ph.D. (etc.) holders.

October 1976, Percentage of Blacks among the regular faculty at UCB: 1.95% (1.13% tenured, 5.88% nontenured)
October 1976, Percentage of Hispanics among the regular faculty at UCB: 1.28% (0.73% tenured, 3.92% nontenured)

One person cannot begin to know about or identify completely all the manifestations of the general tendencies that are described on page 1 of this introduction, and many readers will be able to add several examples. I think the examples presented are sufficient in number, variety and impact, however, to demonstrate the general propositions noted earlier. (See page 2 of this introduction for examples.)

Moreover, reflecting some of the examples noted on page 2, retention rates for Blacks and Chicanos are low, so it is not just a difficulty of recruitment. But in addition, I understand that more adequate recruitment programs are needed and that recruitment needs to be more closely and rapidly coordinated with admission office decisions (undergraduates). The availability of adequate amounts of financial aid (especially grants for students of low income background) is also reported to be a problem.

Statewide

This tiny section is added as a further illustration. At the Systemwide level, U.C. has also reduced the potential for student affirmative action by:

1) Eliminating the experimental program that allowed community college transfers (et al.) to come to a U.C. campus if their GPA was in the range from 2.0 to 2.4. [The persistence record of such students was not as high as that for others, but it was only modestly lower.]

2) Inclusion by the faculty (and ultimately the Regents) of Scholastic Aptitude Test (SAT) scores in the U.C. admissions formula for the freshperson level—despite the availability of data indicating a disproportionate impact on ethnic minority students.

SOURCES OF DATA

Except as indicated below, the data is drawn from computer analyses developed by the Office of Institutional Research (OIR) on the Berkeley campus.

The Systemwide data (immediately above) is drawn from a recently-produced table "Total U.C. Enrollment; Domestic" (by ethnicity and level). Source: Alice Anderson (per Greg Kast).

The data on UCB ethnic minority faculty (also immediately above) is drawn from the University of California, Berkeley, Annual Academic Personnel Report, 1976-77, Office for Civil Rights, Vol. 1.

UNDERGRADUATE AND GRADUATE ENROLLMENTS OF BLACKS AND CHICANOS IN FALL 1978, AND CHANGE SINCE FALL 1974

(Notes: the column entitled "Change 1978%-1974%" represents the percentage for 1978 minus the percentage for 1974. Thus, e.g., in the "TOTAL Bio Sci" data for undergraduates, the number of Black students fell 0.6% to 1.2%, a decline of 33 1/3%.) (All data include only citizens plus immigrants.)

COLLEGE OF LETTERS & SCIENCE	BLACKS						CHICANOS					
	Upper Division			Graduate			Upper Division			Graduate		
Bio. Sciences	Pct, 1978	Change 1978%-1974%	1978 No. of Blacks	Pct, 1978	Change 1978%-1974%	1978 No. of Blacks	Pct, 1978	Change 1978%-1974%	1978 No. of Chican	Pct, 1978	Change 1978%-1974%	1978 No. of Chican
Bact./Immun.	0.0%	- 2.6%	0	3.5%	- 2.9%	1	0.0%	- 0.5%	0	3.5%	+ 3.5%	1
Biochemistry	0.0	- 3.3	0	3.4	+ 0.8	3	0.0	0.0	0	0.0	0.0	0
Biology*	1.9	+ 1.0	5	---	---	---	1.5	+ 0.1	4	---	---	---
Bio/Mad Physics*	0.0	- 2.3	0	1.3	- 4.9	0.5	0.0	0.0	0	1.3	1.3	0.5
Botany	0.0	0.0	0	0.0	- 4.3	0	0.0	- 1.8	0	0.0	- 4.3	0
Molec. Biol.*	0.0	---	0	0.3	- 2.4	0.2	0.0	---	0	0.3	+ 0.3	0.2
Paleo.	0.0	0.0	0	0.0	0.0	0	0.0	-11.1	0	0.0	0.0	0
Phys. Educ.	4.4	+ 1.0	5	0.0	0.0	0	2.7	+ 0.6	3	0.0	0.0	0
Physio./Anat.	1.0	+ 0.3	1	0.4	- 6.3	0.2	0.0	- 0.6	0	2.8	- 1.2	1.2
Zoology	0.9	- 0.2	1	5.1	+ 1.6	5.2	1.8	+ 1.8	2	3.1	+ 1.5	3.2
Oth. Bio. Sci.*	1.5	- 1.1	1	---	---	---	3.0	+ 3.0	2	---	---	---
TOTAL Bio Sci (Total Number of Students:)	1.2	- 0.6	13 (1065)	2.3	- 1.6	10 (428.3)	1.0	+ 0.1	11 (1065)	1.4	+ 0.2	6 (428.3)
Humanities												
Art (Practice)	3.5%	+ 2.0%	4.5	1.8%	- 0.1%	1	1.6%	- 1.1%	2	0.0%	0.0%	0
Art History	0.0	- 0.8	0	0.0	0.0	0	1.0	+ 0.2	1	0.0	0.0	0
Classics (,Gk,Lat)	0.0	0.0	0	0.0	0.0	0	0.0	- 3.7	0	0.0	- 2.1	0
Comp. Lit.	0.0	- 3.2	0	0.9	+ 0.5	1	5.0	+ 2.8	3	3.5	+ 0.9	4
Drama, Dance	6.1	- 4.1	4.5	9.1	+ 9.1	2	1.4	+ 0.5	1	0.0	0.0	0
English	2.6	- 0.2	15	0.6	- 1.1	1	0.9	- 0.6	5.5	0.6	+ 0.1	1
French	2.5	0.0	3	6.1	+ 2.4	2.1	0.8	+ 0.8	1	0.0	- 0.2	0
German	0.0	0.0	0	0.0	0.0	0	0.0	- 2.4	0	0.0	0.0	0
Italian	0.0	-14.3	0	1.8	- 0.2	0.4	0.0	0.0	0	0.0	- 1.9	0
Music	3.7	- 1.1	2.5	2.6	- 2.6	1	0.0	0.0	0	2.6	+ 2.6	1
Nr East Studies	4.2	+ 1.0	1	0.0	- 9.0	0	0.0	0.0	0	0.0	0.0	0
Orien. Langs.	3.4	- 0.2	1	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0
Philos.	0.9	- 2.2	1	0.0	0.0	0	2.4	+ 1.7	2.5	0.0	- 2.3	0
Rhetoric	5.9	+ 1.2	5	11.1	+11.1	2	0.6	- 2.3	0.5	0.0	0.0	0
Scandinavian	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0
Slavic Lang./Lit.	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0
S/SE Asian Langs.	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0
Span. & Port.	4.0	+ 1.1	2	5.0	- 0.5	1.5	8.1	- 3.6	4	13.2	+ 0.4	4
Oth. Humanities*	1.4	+ 0.2	1	0.0	---	0	0.0	- 1.9	0	0.0	---	0
TOTAL Humanities (Total Number of Students:)	2.6	- 0.3	40.5 (1587)	1.5	0.0	12 (779.5)	1.3	- 0.6	20.5 (1587)	1.3	+ 0.1	10 (779.5)
Physical Sci.												
Astronomy	0.0%	0.0%	0	0.0%	0.0%	0	4.9%	+ 4.9%	1	4.0%	0.0%	1
Computer Sci.	1.7	- 0.9	4	---	---	---	0.9	+ 0.2	2	---	---	---
Geol. & Geophys.	0.0	0.0	0	0.0	0.0	0	3.2	+ 1.7	3	1.5	+ 1.5	1
Mathematics	2.4	0.0	4	3.9	- 1.9	8	0.6	+ 0.2	1	1.0	+ 0.6	2
Physics	0.7	- 0.1	1	0.9	+ 0.7	2	0.0	0.0	0	0.4	+ 0.4	1
Statistics	3.3	+ 3.3	1	2.6	+ 2.6	1	0.0	0.0	0	0.0	0.0	0
Oth. Phys. Sci.*	2.0	+ 0.1	1	---	---	---	2.0	+ 0.1	1	---	---	---
TOTAL Phys Sci (Total Number of Students:)	1.5	- 0.2	11 (734)	2.0	- 0.6	11 (556)	1.1	+ 0.5	8 (734)	0.9	+ 0.5	5 (556)

	BLACKS						CHICANOS					
	Upper Division			Graduate			Upper Division			Graduate		
Soc. Sciences	Pct, 1978	Change 1978%-1974%	1978 No. of Blacks	Pct, 1978	Change 1978%-1974%	1978 No. of Blacks	Pct, 1978	Change 1978%-1974%	1978 No. of Chican	Pct, 1978	Change 1978%-1974%	1978 No. of Chican
Afro-Amer. Studies*	74.0%	+ 1.8%	18.5	---	---	---	0.0%	0.0%	0	---	---	---
Anthropology	1.6	+ 0.7	3	9.0%	- 1.5%	9	2.7	+ 0.8	5	3.0%	- 0.5%	3
Economics	2.2	- 5.8	6.5	0.0	- 2.7	0	1.3	- 0.5	4	1.6	+ 1.1	2
Envir. Studies*	1.6	+ 1.6	1	---	---	---	1.6	+ 1.6	1	---	---	---
Geography	1.1	- 0.1	1	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0
History	2.1	- 1.0	8	2.8	- 0.6	4	0.5	- 2.2	2	1.4	- 1.0	2
Linguistics	5.3	- 1.0	4	0.0	0.0	0	1.3	+ 1.3	1	0.0	- 1.6	0
Pol. Sci.	4.9	- 1.3	27	3.4	- 1.1	4	5.5	+ 2.4	30.5	4.2	+ 4.2	5
Psychology	5.0	- 3.5	18	10.6	0.0	11	2.5	+ 0.5	9	0.0	- 0.9	0
Soc. Sci. Fld. Maj.*	8.1	- 2.7	11	---	---	---	2.2	- 1.4	3	---	---	---
Social Welfare*	9.2	- 1.6	21	---	---	---	5.3	+ 2.7	12	---	---	---
Sociology	8.8	- 4.9	18	12.0	+ 1.2	12	3.4	- 2.1	7	9.0	- 0.6	9
Oth. Soc. Sci.*	2.2	- 5.6	6.5	0.0	0.0	0	2.8	0.2	8	0.0	0.0	0
TOTAL Soc Sci	5.0	- 2.5	143.5	5.2	- 0.8	40	2.9	+ 0.3	82.5	2.7	+ 0.1	21
(Total Number of Students:)			(2884.5)			(774.2)			(2884.5)			(774.2)
Other L & S												
Unclassified	6.2	+ 0.2	20	---	---	---	1.2	- 1.9	4	---	---	---
Limited Status	0.0	- 5.1	0	---	---	---	3.1	+ 3.1	1	---	---	---
Ethnic Studies												
Asian-Amer. Studies*	0.0	---	0	---	---	---	0.0	---	0	---	---	---
Chicano Studies	0.0	0.0	0	---	---	---	78.6	-11.4	11	---	---	---
Native Amer. Studies	0.0	0.0	0	---	---	---	0.0	- 6.7	0	---	---	---
Ethnic Studies Gp*	0.0	---	0	---	---	---	0.0	---	0	---	---	---
TOTAL Eth Studies	0.0	0.0	0	---	---	---	16.5	-37.7	11	---	---	---
(Total Number of Students:)			(66.5)						(66.5)			
TOTAL L & S	3.4%	- 1.5%	228	2.3%	- 0.7%	73	2.1%	- 0.1%	138	1.7%	+ 0.2%	42
(Total Number of Students:)			(6691)			(2538)			(6691)			(2538)
PROFESSIONAL SCHOOLS												
Busin. Admin.	1.3%	- 1.5%	7	2.8%	- 2.7%	14	0.6%	- 0.8%	3	1.4%	+ 0.8%	7
Criminology*	0.0%	-14.3%	0	18.2%	+ 1.5%	3	0.0%	- 7.1%	0	0.0%	- 3.9%	0
Education	---	---	---	9.2%	- 3.8%	52.5	---	---	---	3.1%	- 1.7%	18
Journalism*	11.4%	+ 6.9%	2	1.6%	- 8.8%	1	0.0%	0.0%	0	0.8%	+ 0.8%	0.5
Law	---	---	---	9.3%	+ 1.2%	84	---	---	---	7.9%	+ 1.2%	71.5
Libr. & Info. Studies	---	---	---	3.7%	- 9.5%	7	---	---	---	3.7%	+ 1.5%	7
Public Policy	---	---	---	1.4%	- 0.2%	1	---	---	---	1.4%	- 1.9%	1
Social Welfare	(see L&S Soc. Sci.)			6.1%	- 5.0%	14	(see L&S Soc. Sci.)			7.0%	+ 0.1%	16
TOTAL PROFL SCH	1.7%	- 2.6%	9	6.9%	- 2.7%	176.5	0.6%	- 1.3%	3	4.7%	- 0.2%	121
(Total Number of Students:)			(544.5)			(2554.3)			(544.5)			(2554.3)
HEALTH SCIENCES												
Health & Med. Sci.*	---	---	---	4.9%	-12.5%	3	---	---	---	3.3%	+ 3.3%	2
Optometry	2.9%	- 1.0%	3	2.2%	- 2.7%	3	3.1%	- 0.2%	4	4.3%	+ 1.9%	6
Public Health*	0.0%	-30.8%	0	4.6%	- 6.4%	16.5	0.0%	0.0%	0	2.2%	- 0.8%	8
TOTAL HEALTH SCI	2.3%	- 3.8%	3	4.0%	- 5.6%	22.5	3.1%	+ 0.1%	4	2.9%	+ 0.2%	16
(Total Number of Students:)			(130)			(561)			(130)			(561)

PROFESSIONAL COLLEGES	BLACKS						CHICANOS					
	Upper Division			Graduate			Upper Division			Graduate		
Chemistry	Pct, 1978	Change 1978%-1974%	1978 No. of Blacks	Pct, 1978	Change 1978%-1974%	1978 No. of Blacks	Pct, 1978	Change 1978%-1974%	1978 No. of Chican	Pct, 1978	Change 1978%-1974%	1978 No. of Chican
Chem. Engineering	0.4%	+ 0.4%	1	3.6%	+ 2.6%	4	0.4%	+ 0.4%	1	0.0%	- 1.0%	0
Chemistry	0.9	- 0.1	1	0.7	- 0.5	2	0.9	- 0.1	1	0.0	0.0	0
TOTAL Chem	0.6	+ 0.1	2	1.5	+ 0.4	6	0.6	+ 0.1	2	0.0	- 0.3	0
(Total Number of Students:)			(347.5)			(413)			(347.5)			(413)
Engineering												
Civil Engineering	2.9%	0.0	7	1.7%	- 0.1%	4	2.1%	+ 0.6%	5	0.4%	+ 0.4%	1
EECS	1.3	- 2.2	6	1.0	- 0.8	3	1.6	- 0.8	7.5	0.3	0.0	1
IEOR	0.0	0.0	0	4.4	+ 3.0	2	0.0	0.0	0	2.2	+ 2.2	1
Mat. Sci./Min. Engg.	0.0	0.0	0	0.0	0.0	0	2.4	+ 2.4	1	1.4	- 0.3	1
Mechanical Engg.	0.8	- 2.1	2	1.5	- 1.6	2	0.2	+ 0.2	0.5	3.7	+ 3.7	5
Naval Archit.	---	---	---	0.0	0.0	0	---	---	---	0.0	0.0	0
Nuclear Engg.	0.0	0.0	0	0.0	- 2.9	0	0.0	- 5.0	0	3.0	+ 3.0	1
Oth. Engineering*	0.0	- 1.0	0	---	---	---	0.0	- 1.0	0	---	---	---
TOTAL Engg	1.3	- 1.4	15	1.3	- 0.5	11	1.3	- 0.2	14	1.2	+ 1.0	10
(Total Number of Students:)			(1115)			(842.4)			(1115)			(842.4)
Envir. Design												
Architecture	5.0%	+ 0.4%	17	7.4%	+ 1.5%	13	3.5%	- 0.2%	12	2.8%	- 1.9%	5
City & Reg. Planng.	---	---	---	5.2	- 1.7	5	---	---	---	2.6	- 1.7	2.5
Landscape Arch.	5.2	+ 3.8	3	0.0	- 6.1	0	3.4	+ 2.1	2	0.0	- 2.0	0
Visual Design	18.2	+18.2	2	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0
TOTAL Env Design	5.4	+ 1.4	22	5.5	- 0.3	18	3.4	+ 0.1	14	2.3	- 1.6	7.5
(Total Number of Students:)			(411)			(329.5)			(411)			(329.5)
Natural Resources												
Ag. & Res. Econ.	---	---	---	3.1%	+ 3.1%	1	---	---	---	7.7%	+ 7.7%	2.5
Biol. of Nat. Res.*	1.3%	---	1	---	---	---	0.0%	---	0	---	---	---
Conserv. Nat. Res.	4.0	+ 2.3%	8	---	---	---	1.5	+ 1.1%	3	---	---	---
Entomology*	---	---	---	1.4	+ 1.4	1	---	---	---	0.0	0.0	0
Forestry et al.*	0.6	+ 0.6	1	0.0	- 2.3	0	2.8	+ 1.6	5	1.4	+ 1.4	1
Genetics*	---	---	---	0.0	- 6.1	0	---	---	---	2.6	+ 2.6	1
Nutr. Sci. et al.*	2.2	- 2.0	3	4.0	+ 0.9	2	2.2	+ 0.8	3	2.0	+ 2.0	1
Pol. Econ. N. R.*	3.3	---	3	---	---	---	0.0	---	0	---	---	---
Plant Pathology	---	---	---	4.2	+ 4.2	1	---	---	---	0.0	0.0	0
Soils & Plant Nutr.	---	---	---	0.0	- 8.1	0	---	---	---	0.0	0.0	0
Oth. Collg. N. R.*	3.3	- 1.6	1	---	---	---	0.0	- 1.1	0	---	---	---
TOTAL Collg Nat Res	2.4	- 0.2	17	1.6	- 0.6	5	1.5	+ 0.5	11	1.8	+ 1.8	5.5
(Total Number of Students:)			(710)			(308.9)			(710)			(308.9)
TOTAL PROFL COLLGS	2.2%	- 0.5%	56	2.1%	- 0.4%	40	1.6%	0.0	41	1.2%	+ 0.2%	23
(Total Number of Students:)			(2583.5)			(1893.8)			(2583.5)			(1893.8)
Spec. Progs/Misc.*	5.9%	+ 5.9%	1	0.0%	- 8.3%	0	0.0%	0.0%	0	0.0%	0.0%	0
Extended University	---	---	---	1.5	- 1.7	3	---	---	---	0.5	0.0	1
GRAND TOTALS*	3.0%	- 1.5%	297	4.0%	- 1.7%	315	1.9%	- 0.2%	186	2.6%	+ 0.2%	203
(Total Number of Students:)			(9966)			(7787)			(9966)			(7787)

	Lower Division					
	BLACKS			CHICANOS		
COLLEGE	Pct, 1978	Change 1978%- 1974%	1978 No. of Blacks	Pct, 1978	Change 1978%- 1974%	1978 No. of Chican
Chemistry	3.1%	- [illegible]%	10	3.1%	+ 2.6	10
Engineering	3.4	+ 0.8	26	2.9	+ 1.2	22
Environ. Design	2.6	- 0.7	7	4.0	- 0.2	11
Letters & Science*	3.9	- 0.8	312	2.0	- 0.1	161
Natural Resources	2.5	+ 0.8	8	1.6	+ 0.6	5
TOTAL LOWER DIV*	3.8	- 0.5	363	2.2	+ 0.2	209
(Total Number of Students:)			(9628)			(9628)

FOOTNOTES

*Biology: The 1978 data is categorized as "Other Bio Sci--Fld Majs."

*Bio/Med Physics: The 1974 data on undergrads consists of Medical Physics (1.0) and "Other Bio Sci--Indiv Mjrs" (85.5); the 1978 figures for undergrads consist of Biophysics (62.5) and Medical Physics (0.0). The 1974 grad data includes Medical Physics (49.0); the 1978 grad data includes Biophysics (33.0) and Medical Physics (6.95).

*Molec. Biol.: There was no undergraduate major in 1974.

*Oth. Bio. Sci.: The 1974 data includes only Genetics (39.0). The 1978 data includes Genetics (43.5) and Neurobiology (19.5) from the Division of Special Programs, and "Other Bio Sci--Indiv Mjrs" (4.0).

*Oth. Humanities: The 1978 data includes 0.5 graduates in Buddhist Studies. The 1974 data for undergrads includes the Humanities Field Major (99.0), then in DIGS, Religious Studies (37.0) and Individual Majors (26.0). The 1978 undergrad data includes Hindi-Urdu (1.0), Sanskrit (1.0), Individual Majors (8.0), and the following programs housed in the Division of Special Programs (DSP, expanded from DIGS): Film (20.5), Humanities Field Major (19.5) and Religious Studies (20.

*Oth. Phys. Sci.: The 1974 data on undergrads includes L & S Chemistry (28.5) and Physical Sciences Field Majors (24.5); the 1978 data includes these same two majors (21.5/28.0) and Individual Majors (1.0).

*Afro-Amer. Studies: The 1974 figures have been added to the L & S totals for the Social Sciences (since Afro-American Studies was not then included among the Social Sciences).

*Envir. Studies: Environmental Studies is a program with coursework options toward the Physical, Biological, or Social Sciences, but is classified with the Social Sciences here because it was so classified in 1974. In 1978, it is in the DSP

*Soc. Sci. Fld. Maj.: In 1978, the Social Sciences Field Major is housed in the Division of Special Programs (DSP).

*Social Welfare: See also the graduate programs in Social Welfare, included among the Professional Schools.

*Oth. Soc. Sci.: The 1974 graduate totals include students in Demography (4.0); the 1978 figures includes Folklore (0.5). The undergraduate programs included in this category in 1974 are: Communications and Public Policy (105.0), Journalistic Studies (31.0), and Individual Majors (56.0). In 1978, the programs include: C & PP (4.0), Development Studies (53.0), Dutch Studies (3.5), Latin American Studies (6.0), Asian Studies (24.5), Political Economy of Industrial Societies (148.0), Individual Majors (27.5) and, from the DSP, Women's Studies (24.0).

*Asian-Amer. Studies: In 1974, this major program was available only as an individual major, and its (few?) students then are presumably included in "Oth. Soc. Sci."

*Ethnic Studies Gp: The Ethnic Studies Group Major did not exist in 1974.

*Criminology: The 1978 data consist of 3.0 graduates and 1.0 undergraduates remaining in the School (which was abolished principally for political reasons) plus 13.5 graduates in Jurisprudence and Social Policy. The three Black graduates are in Criminology.

*Journalism: The undergraduate major in Journalism is now being phased out entirely.

*Health & Med. Sci.: In 1974, this program was classified as Health Arts and Sciences.

*Public Health: In 1978, the three undergraduates are classified separately under the Provost of the Professional Schools and Colleges, but have been reincorporated here (a la the 1974 data).

*Oth. Engineering: The 1974/1978 data for undergrads include: Bioengineering (13.0/16.0), Engineering Geoscience (3.0/4.0) Engineering Math and Math/Stat (9.0/9.0), Engineering Physics (17.0/21.0), and Engineering, unclassified (57.0/1.0); The 1974 data also includes Engineering, unclassified, limited (6.0). The 1978 data also includes Engineering Science (1.0) and Metallurgy (1.0). In 1978, the Nuclear Engineering major is given as suc

*Biol. of Nat. Res.: The 1974 undergrads (7.0) are included under "Oth. Collg. N. R." rather than with the 76.5 undergrads in 1978. (See also PENR.)

*Entomology: The few undergraduates (1974--13.0; 1978--1.0) are included under "Oth. Collg. N. R."

*Forestry et al.: The graduate-level department is titled Forestry and Conservation. Included in the 1974/1978 data are Forestry (162.0/130.0), Pest Management (4.0/20.0), Soil Resource Management (2.0/25.0) and Wood Science and Technology (4.0/5.0).

*Genetics: The few undergraduates (1974--11.0; 1978--1.5) are included under "Oth. Collg. N. R."

*Nutr. Sci. et al.: Included in the undergraduate data for 1974/1978 are: Food, Nutrition and Dietetics (69.0/124.0) and Nutritional Sciences (74.0/11.0).

*Pol. Econ. N. R.: The 1974 undergrads (5.0) are included under "Oth. Collg. N. R." rather than with the 90.0 undergrads in 1978. (Since two of the 5 undergrads in 1974 were Chicanos, the 40% drop would have been misleading.)

*Oth. Collg. N. R.: In addition to inclusions noted above (Biol. of Nat. Res., Entomology, Genetics, and Pol. Econ. N. R.), this category in 1974/1978 includes Natural Resources, unclassified (73.0/8.0) and limited (13.0/19.0). Also included in 1974 are Other CNR Majors (22.0), Agricultural Economics (14.0) and Soils and Plant Nutrition (24.0). Also included in 1978 is: Other CNR--Agr Sci (1.0).

*Spec. Progs/Misc.: In 1974, the data includes double enrollments in schools and colleges (23.0 undergrads) and Independent Studies (12.0 grads). In 1978, the data includes Health Arts and Sciences (15.0 undergrads), Intercampus visitors (2.0 undergrads), Independent Studies (3.0 grads) and the Energy and Resources Group (38.0 grads).

*GRAND TOTALS: The total number of students given includes "Spec. Progs/Misc." (see above) and the Extended University students (202.0 graduates).

*Letters & Science (lower division): includes Ethnic Studies Program enrollments.

*TOTAL LOWER DIV: Includes 3.0 Intercampus visitors (1974) and 2.0 Health Arts and Sciences students (1978) in total number of students.